



## St Wilfrid's English Curriculum Progression: Reading

Year	Class Text Progression	Word Reading Decoding	Comprehension						
			Developing positive attitudes for reading (pleasure, motivation and vocabulary)	Understanding books they read and those read to them					
				Discussing Reading	Understanding	Inference	Prediction	Authorial Intent	
Nurs	<p><b>Author Focus:</b>  <b>Julia Donaldson</b>  <b>Nick Butterworth</b>  <b>Michael Rosen</b>  <b>Eric Carle</b>  <b>Lauren Child</b>  <b>Vivian French</b></p> <p>Fiction and non fiction books linked to Half Termly theme.            Fairy Tales            Repeated phrases in books to join in with.</p>	<ul style="list-style-type: none"> <li>Spot and suggest rhymes</li> <li>Clap syllables in a word.</li> <li>Know familiar words with the same initial sound such as mum and milk.</li> <li>Know the sounds s, a, t, p, i, n.</li> <li>Know the sounds m, d, g, o, c, k, ck.</li> <li>Know the sounds e, u, h, b, r, f, l.</li> </ul>	<ul style="list-style-type: none"> <li>Read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</li> <li>Talk to an adult about a story that they have enjoyed?</li> <li>Become increasingly familiar with a wider range of traditional fairy tales.</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of different parts of a book including the cover, title, author</li> <li>Know how to handle a book and turn the pages of one at a time, carefully</li> <li>Know how to read from left to right and top to bottom.</li> <li>Identify rhymes and clap syllables? Can children</li> </ul>	<ul style="list-style-type: none"> <li>Know the logos for local supermarkets.</li> <li>Know and identify a range of signs including bus stop, parking, stop.</li> <li>Know print has different purposes by exploring menus, magazines, newspapers, labels.</li> </ul>				
Rec	<p><b>Author Focus:</b>  <b>David McKee</b>  <b>Janet and Allan Ahlberg</b>  <b>Judith Kerr</b>  <b>Oliver Jeffers</b>  <b>Raymond Briggs</b>  <b>Eileen Browne</b></p> <p>Fiction and non fiction books linked to Half Termly theme.            Alternative Fairy Tales.            Repeated phrases in books to join in with.</p>	<ul style="list-style-type: none"> <li>Read and correctly form the sounds s, a, t, p, i, n, m, d, g, o, c.</li> <li>Hear and identify initial sounds in words</li> <li>Know superpower words I, the, no, go, to, into, her, me, be, he, my, by, she, they, we, are, you, all, was, give, live, said, have, like, do, so, some, come, were, little, there, one, when, out, what</li> <li>Read and correctly form the sounds: k, ck, e, u, h, b, r, f, l, j, v, w, y, x, z</li> <li>Blend known sounds in words.</li> <li>Read and correctly form the sounds qu, ch, th, sh, ng.</li> <li>Read and correctly form the sounds ai, ee, igh, oa, oo (short), oo (long)</li> <li>Read and correctly form the sounds ar, or, ur, ow, oi, ear, air, ure, er.</li> <li>Sound and blend words with Bug Club Phase 2 and 3 sounds.</li> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Read and re-read a selection of books, developing fluency, understanding and enjoyment.</li> <li>Become increasingly familiar with and retell a wider range of stories, and alterative fairy tales.</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> </ul>				

<p>Year 1</p>	<p>Traction Man Toys in Space Giraffes can't dance The storm Whale Grandad's Island Mr Brown's Fantastic Hat Meerkat Mail The Rainbow Bear The Bog Baby The dot Tim and the Beanstalk On sudden Hill The tear thief The Bear and the Piano The River</p> <p style="text-align: center;">Y1/2</p> <p><b>Longer stories, books and chapter books</b> Meerkat Mail Wolves Dolphin Boy The Owl who was Afraid of the Dark George's Marvellous Medicine The Bog Baby The Snow Dragon Dragon Post The bear and the Piano Rabbit and Bear Mr Majeika</p>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Be secure with year group phonic expectations</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing taught GPCs</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Identify words which appear again and again</li> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• Read multi-syllable words containing taught GPC's.</li> <li>• Read words with contractions and understand use of apostrophe</li> <li>• Read aloud phonetically-decodable books</li> <li>• Read aloud with pace and expression (pause at a full stop; raise voice for a question)</li> <li>• Re-read these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Be encouraged to link what they read or hear read to their own experiences</li> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Recognise and joining in with predictable phrases</li> <li>• Learn to appreciate rhymes and poems, and to recite some by heart</li> <li>• Discuss word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the significance of the title and events</li> <li>• Make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen on the basis of what has been read so far</li> </ul>	
<p>Year 2</p>	<p><b>Longer stories, chapter books, non fiction texts and and poetry.</b> The Twits The Hodgeheg Great Fire of London Caring for Exotic animals Poetry The Day the Crayons Quit The Most Important Animal of all Amazing Grace Anna Hibiscus Biography - Florence Nightingale</p>	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read accurately by blending the sounds in words containing the graphemes taught so far, recognising alternative sounds for graphemes</li> <li>• Read accurately multi-syllable syllables words containing these graphemes</li> <li>• Read words containing common suffixes</li> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Become increasingly familiar with and retell a wider range of stories, and traditional tales</li> <li>• Comment on plot, settings and characters in familiar and unfamiliar stories</li> <li>• Recount main themes and events</li> <li>• Be introduced to non-fiction books structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they</li> </ul>	<ul style="list-style-type: none"> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Check that the text makes sense to them as they read, and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done</li> <li>• Answer and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen on the basis of what has been read so far</li> </ul>	

		<p>frequently encountered</p> <ul style="list-style-type: none"> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Re-read these books to build up their fluency and confidence in word reading</li> <li>• Read aloud with pace and expression and intonation (pause at a full stop, raise voice for question, use commas, question marks and exclamation marks to vary expression)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise simple recurring literary language in stories and poetry</li> <li>• Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>• Discuss their favourite words and phrases</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<p>listen to and those that they read for themselves</p>				
Year 3	<p><b>Chapter books, modern and classic fiction, poetry, plays, letters, persuasive and informative texts linked to History and Science.</b></p> <p><b>Y3</b></p> <p>The Magic Faraway Tree The Lion, The Witch and The Wardrobe How to train your dragon The Stone Age Boy The Iron Man The Butterfly Lion A Midsummer night's dream Escape from Pompei</p> <p><b>Y3/4</b></p> <p>The boy who grew dragons Rumblestar How to train your dragon</p>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Use dictionaries to check the meaning of words that they have read</li> <li>• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>• Identify themes and conventions in a wide range of books</li> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Recognise some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction</li> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Ask questions to improve their understanding of a text</li> <li>• Identify main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Identify how language, structure, and presentation contribute to meaning</li> </ul>
Year 4	<p><b>Y4</b></p> <p><b>Longer chapter books by familiar authors. Range of non fiction texts linked to subjects studied</b></p> <p>Harry Potter and the</p>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read books that are</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction</li> <li>• Participate in discussion about both books that are</li> </ul>	<ul style="list-style-type: none"> <li>• Check that the text makes sense to them, discussing their understanding and explaining the</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> </ul>

	<p>Philosophers' Stone Hansel and Gretel Greek Myths (Saviour Pirotta) The Ghost of Grania O' Malley The Firework Maker's Daughter Rhythm of the Rain Who Let the God's out?</p>	<ul style="list-style-type: none"> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p>structured in different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> <li>• Use dictionaries to check the meaning of words that they have read</li> <li>• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>• Identify themes and conventions in a wide range of books</li> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Recognise some different forms of poetry</li> </ul>	<p>read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>meaning of words in context</p> <ul style="list-style-type: none"> <li>• Ask questions to improve their understanding of a text</li> <li>• Identify main ideas drawn from more than one paragraph and summarising these</li> </ul>	<p>motives from their actions, and justifying inferences with evidence</p>		<ul style="list-style-type: none"> <li>• Identify how language, structure, and presentation contribute to meaning</li> </ul>
Year 5	<p><b>More challenging fiction with controversial themes and different layers</b> <b>Non fiction texts with different organisation featues</b></p> <p><b>Y5</b></p> <p>Anglo Saxon Boy The Explorer Street Child The Promise The Matilda Effect Here We Are The Fantastic Flying Books of Mr Morris Lessmore The House with Chicken Legs The Tempest</p> <p><b>Y5/6</b></p> <p>Holes Letters from the Lighthouse Pig Heart Boy Kensuke's Kingdom Carrie's War Eye of the Wolf The Boy in the Tower Blogs Y6 - Homer's Iliad (Gillian</p>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• Recommend books that they have read to their peers, giving reasons for their choices</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing</li> <li>• Make comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to improve their understanding</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Provide reasoned justifications for their views</li> </ul>

	Cross: SMWCA Transition Unit)		<ul style="list-style-type: none"> <li>• Learn a wider range of poetry by heart</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>					
Year 6	<p><b>More challenging fiction with controversial themes and different layers of meaning</b></p> <p><b>Wider range of formal or historical</b></p> <p>Holes</p> <p>Letters from the Lighthouse</p> <p>Pig Heart Boy</p> <p>The Boy in the Tower</p> <p>Blogs</p> <p>Homer's Iliad (Gillian Cross: SMWCA Transition Unit)</p>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>• Recommend books that they have read to their peers, giving reasons for their choices</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing</li> <li>• Make comparisons within and across books</li> <li>• Learn a wider range of poetry by heart</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to improve their understanding</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Provide reasoned justifications for their views</li> </ul>
Year 7			<ul style="list-style-type: none"> <li>• Develop an appreciation and love of reading, and read increasingly</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read books encountered earlier to increase</li> </ul>	<ul style="list-style-type: none"> <li>• Understand increasingly challenging texts</li> </ul>	<ul style="list-style-type: none"> <li>• Make inferences and refer to evidence in the</li> </ul>		<ul style="list-style-type: none"> <li>• Read critically through knowing how language,</li> </ul>

			<p>challenging material independently through</p> <ul style="list-style-type: none"> <li>• Read a wide range of fiction and non-fiction, including in particular whole books, short stories and poems with a wide coverage of genres, historical periods, forms and authors, including high-quality works from: English literature pre-1914.</li> <li>• Study a range of authors, including at least two authors in depth each year.</li> <li>• Choose reading books independently for challenge, interest, and enjoyment</li> </ul>	<p>familiarity with them and provide a basis for making comparisons.</p>	<p>through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</p> <ul style="list-style-type: none"> <li>• Know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension</li> <li>• Check their understanding to make sure that what they have read makes sense.</li> <li>• Recognise a range of poetic conventions and understand how these have been used</li> </ul>	<p>text</p>		<p>including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</p> <ul style="list-style-type: none"> <li>• Study setting, plot, and characterisation and the effects of these</li> </ul>
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